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Germany, while realizing its present superiority to the Junkerpartei, asks the help of the democrats of the Entente to obtain a settlement which will protect the rights of all the peoples by founding an International League of Nations which will guarantee the future peace, and will assist the development of Germany in a democratic line.

PREPAREDNESS AND GOOD HEALTH

By WILLARD S. SMALL

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[The following selections, printed here with the kind consent of the author, are from Volume I of the Annual Report of the Commissioner of Education for 1916, obtainable from the Superintendent of Documents, Washington, D. C. (sixty-five cents). They constitute a view of the military training problem which, we are aware, is antagonistic to the opinions of many pacifists, yet, as a careful work backed by intelligence and experience, we feel these statements to be a distinct contribution to the present discussion, which, in many instances, is altogether too vaguely and loosely propagated.—THE EDITORS.]

ONCE IN a lifetime, or, it may be, once in a century, the common mind of a nation is so aroused and unified as to make possible far-reaching educational reconstructions. Such was the case in the German States after the Battle of Jena. Such particularly is the case in the United States today. "Preparedness" has taken firm hold upon the national mind. The preparedness psychosis is accompanied by hysteria and ghost dancing, but it has been productive also of a real searching of the national heart. Beneath the confusion of tongues and the naïve fancy that preparedness can be bought with great armaments and with mercenary soldiery, there is a gradually forming resolution to understand and to achieve real preparedness. There is sudden recognition of the truth that the very foundations of preparedness for war and for peace are physical and moral discipline. It has required the scourge of fear, born of the horrors of the great war, to make vivid and real the thing that "everybody has known." The statistics of rejection of applicants for enlistment in the Army and Navy have been available for years and have been quite as significant heretofore as they are in 1916. Under the stimulus of the preparedness issue, they are suddenly exploited and uncritically interpreted as symptomatic of physical degeneracy of the Nation. In interpreting these figures it must always be remembered that the physical standards for recruits are very rigorous, and that most of the recruits in time of peace are young men who are temporarily out of employment, this second fact carrying the implication of a large admixture of physical incompetency. Allowing for these facts, however, the figures are sufficiently impressive.

In the year 1915 there were, in round numbers, 160,000 applicants for enlistment in the United States Army. Of these 117,000 were rejected upon preliminary examination, and 7,000 of the remaining 43,000 were rejected upon detailed medical examination: 30,000, or about 20 per cent, were accepted.

The records of the Bureau of Medicine and Surgery, United States Navy Department, for the year ended December 31, 1914, show that, of the 72,410 applicants

for original enlistment in the Navy and of 20,674 in the Marine Corps, 76 per cent of the former and 82.4 per cent of the latter were rejected for physical and mental disabilities; and that, during the year ended December 31, 1915, there were 73,028 applicants for original enlistment in the Navy, and 21,676 in the Marine Corps, of whom 75.4 per cent were rejected by the Navy, and 83 per cent by the Marine Corps, for like causes.

The really impressive thing revealed by these figures is not that they demonstrate or even suggest physical degeneracy, but rather the fact that a very large part of the disabilities recorded are of such nature that they might have been corrected or prevented in childhood by health supervision in the schools, adequate medico-physical examination, corrective follow-up work, proper exercise and instruction in personal hygiene, and hygienic environment. Practically 50 per cent of the specified disabilities recorded by the Navy and 40 per cent recorded by the Marine Corps would have yielded to remedial measures in childhood.

It is this formidable fact—that the educational organization has tolerated physical inefficiency, even if it is not a contributing cause—that the interest in preparedness is bringing acutely to the national consciousness. The realization of the folly and extravagance of such a lack of policy will become more vivid in the next two or three years. Professional educators will be a trifle ashamed of "resolving" at educational conventions that health is of paramount importance in education and forgetting about it when they return to their own routine. School boards and boards of estimate will be more likely to see the folly of spending large sums "now devoted annually to the reeducation of children held back in their classes in part, at least, by incapacitating though preventable and curable physical and mental defects," and think twice before making appropriations for health work in the schools on so penurious a scale that the work is crippled at its birth. The public, at least the thinking part of the public, will perhaps shake off its good-natured indifference and recognize the validity of the health programs urged by earnest school and health administrators and by civic and philanthropic agencies. There is sufficient movement of the waters in many places to justify the hope, at least, that out of the preparedness psychosis there may be developed a genuine reconstruction of policy in regard to the place of health in education.

Naturally enough the first fruit of this new spirit was a sudden, sporadic but widespread, and very uncritical demand for compulsory military training in the high schools and even in the elementary schools.

In the first flush of enthusiasm no one stopped to inquire very deeply what military training really involves, what is the specific physical and intellectual character of the raw material, the adolescent boy that is to be trained, and the specific national conditions, environmental and psychological, that must be met if preparedness is to be real, permanent, and constructive.

The reaction of sober second thought, however, has come quickly, and the relation of military training to school organization is becoming fairly clear. Military training in a strict and technical sense will not be grafted

upon the schools, but military training in the sense of a comprehensive program for physical, moral, and civic education, in which some appropriate military exercises may be included, is likely to find its way into all schools.

The reasons for this are inherent in the constitution of boy nature and the nature of military drill.

In the first place, observes Captain Godfrey, of the Regular Army, speaking of Boy Scout activities:

Soldiering itself is a man's business and is not for the boy under 18. It would not be advisable to equip Scouts with the rifle and to teach them the regulation infantry drill. To do so would be to repress initiative that needs self-expression. It is the time to instill not the minutiae of the drill ground, but the fundamental principles of the good soldier which scouting stands for so squarely.

Gen. Baden Powell put this truth bluntly in three words: "Drill is wooden." Employed as a form of exercise in the formative period of early adolescence it tends not only to "repress initiative" but also to produce stiff, angular, and inelastic muscular action.

Another aspect of the harm that may be done by premature military drilling is expressed trenchantly by Dr. C. Ward Crampton, director of physical training in New York City:

I am strongly opposed to military drilling of elementary school boys. They are too young to be soldiers. Only men can be such. It is true that by the manual of arms and the school of the soldier they learn much, but these things can be learned better by more appropriate physical training methods. At the best, they only become toy soldiers; they appeal to the populace as "cute," and an absolutely wrong ideal is established. This training, taken before the boys are ripe for it, breeds a distaste for the real training which should follow at its appropriate time.

A wave of enthusiasm for military training has swept over the country. If this spends itself in the military training of infants, nothing but waste and harm will result.

It must be remembered that this statement would apply in a large measure to the first years of the high schools. It is a matter of physiological age, not of school placement.

A third important consideration is the effect upon health. The popular belief that military drilling *per se* is a wholesome and effective form of physical exercise is not supported by facts. For the youth whose growth is practically complete it is not harmful and may be beneficial, but for the boy in the plastic development stage of early adolescence it has little value and may be positively harmful. As stated above, it tends to produce "stiff, angular, and inelastic muscular action." This in itself is bad, as bad as the older systems of physical training that aimed at hard, bulging muscles—excessive local development—and neglected the fundamentals of wind and digestion.

Military training in the schools conceived as military drilling is undesirable and unavailing; military training conceived as a "comprehensive program for physical, moral, and civic education," including the "fundamental principles of the good soldier," is desirable and even necessary. It offers the possibility of unifying and ennobling the now confused and disjointed activities in the field of physical and moral discipline. The physical and moral values of both gymnastics and athletics are well understood, but both lack comprehensive and unifying motive. All systems of gymnastics are individual-

istic. Their appeal is to the desire of the individual for physical perfection. Competition is narrowly individualistic. Systems of athletics are mostly based upon group competitions, and if properly managed are very valuable, not only for physical development but also for training in the very fundamentals of social morality. But the philosophy of athletics is the philosophy of play, and the philosophy of play is the philosophy of instinct—a philosophy that is not comprehensive enough to serve as a sole basis of physical and moral education. Military training rightly conceived includes these motives and subordinates them to the ideal of patriotism. On the basis of the Wyoming experience the following system is advocated:

1. Cut the school year into separate, short, intensive training periods, working up through preliminary to final competition dates, with the fixed competition units.
2. September 1 to December 31, wall-scaling and calisthenic events; minimum of drill, maximum of body building.
3. January 1 to February 28, troop-leadership competitions, 12-inch Gettysburg war-game map. Include military policy of the United States.
4. January 1 to February 28, minimum of drill, maximum of gallery practice, group competitions.
5. March 1 to May 7, minimum of drill, maximum of range practice, and field-firing competitions.
6. May 8 to June 15, minimum of drill, maximum of camp and field problems, competitive between high schools.
7. All through school year, commencing in the spring and running through the following fall and winter, take boys into camp each week end and harden them to the rigors of camp life. Teach them sanitation, cooking, woodcraft, simple field engineering, plains craft, castramentation, sketching, scouting, patrolling, the service of security and information, and qualify them as guides in their own immediate surrounding territory.
8. Summer camp immediately after closing of school, 14 days.

New York is the first State to respond to the "wave of enthusiasm for military training" by the enactment of military physical-training legislation. This legislation epitomizes accurately the present status of responsible public opinion upon the question of school military training and its relation to physical education—the confusion and indecision in regard to the former and its clarity and certainty in regard to the latter. The laws enacted are two in number: One, an amendment to the military law providing for the creation of a "military training commission" and for instituting compulsory "military and disciplinary training"; the other, an amendment to the educational law providing for compulsory "physical training and discipline" for all children of 8 years and over in all schools of the State, public and private.

The important feature of the military amendment, apart from the creation of the military training commission (which is the essential feature), is the requirement that—

All boys above the age of 16 years and not over the age of 19 years, except boys exempted by the commission, shall be given such military training as the commission may prescribe for periods aggregating not more than three hours in each week during the school or college year, in the case of boys who are pupils in public or private schools or colleges, and for periods not exceeding those above stated between September 1 of each year and the 15th day of June next ensuing in the case of boys who are not pupils.

The exemptions are liberal, so liberal indeed as to make compulsory military training a penalty for school

attendance after 16 years of age. "Any boy who is regularly and lawfully employed in any occupation for a livelihood shall not be required to take such training unless he volunteers and is accepted therefor."

"The virtue of a thing is in the application." The personnel of the commission is of radical importance. The major general commanding the National Guard of the State, General O'Ryan, is ex officio a member and chairman. The other two members are Commissioner Finley, named by the board of regents, and Dr. George J. Fisher, appointed by the governor. Dr. Thomas A. Storey, professor of physical education in the College of the City of New York, has been appointed by the commission as State inspector of physical training. The commissioners and the inspector worked continuously during the summer months and have formulated a comprehensive program for carrying out the provisions of the two laws; the schedule for physical training in the schools of the State as outlined in this program is as follows:

ELEMENTARY SCHOOLS

I. Grades 3A to 6B inclusive—

1. Physical training A: Correlation with school medical inspection, daily class inspection by regular class teacher.
2. Physical training B: A five-minute setting up drill at the beginning of each class period, or at least four times every school day, directed by regular class teacher.
3. Physical training C: Recitations in hygiene, two 10 or 15 minute periods a week, under regular class teacher or a teacher especially assigned to this work.
4. Physical training D: Organized play, one hour each day under the regular class teachers or special teachers, or both.

II. Grades 7A to 8B inclusive—

Same requirements as in I above, with the addition of:
Physical training E: Gymnastic drills and marching, two periods a week, minimum 30 minutes for each period, under special teacher of physical training.

SECONDARY SCHOOLS

For all terms

1. Physical training A: Correlation with school medical inspection, daily inspection of every class by the regular class teacher.
2. Physical training B: Five-minute setting-up drills at the beginning of each class period, or at least four times every school day, under the direction of the regular class teacher.
3. Physical training C: Recitations in hygiene, two 10 or 15 minute periods a week, under the regular class teacher or a teacher appointed for this special work.
4. Physical training D: Organized play, recreational exercise and athletics one hour each day under special teachers of physical training assisted by other teachers in the school assigned to such work as a part of the regular schedule.
5. Physical training E: Gymnastic drills and marching, two periods a week, minimum of 30 minutes for each period, under direction of special teacher of physical training.

On four successive Monday evenings, beginning March 26, Dr. George Nasmyth, of the World Peace Foundation, will address the public sessions of the Boston School of Social Science. His topics are, respectively, "Justice and the Expansion of Life," "The Organic Theory of Society," "Social Consciousness and Social Will," and "World Federation and Social Progress."

FOR UNITY IN THE PEACE MOVEMENT

By Mrs. ANNA GARLIN SPENCER

[The following proposals, in the form of resolutions, were prepared by Mrs. Spencer for the consideration of and discussion by the combined peace organizations of America, as represented at the Conference of Peaceworkers, held at the Hotel Biltmore, New York City, February 22-23. Since, by force of circumstances, their presentation was impossible on that occasion, we are glad to present them for wider consideration now. Mrs. Spencer will present to *ADVOCATE* readers in an early issue a more detailed statement of the possibilities and opportunities of peace unity.—THE EDITORS.]

WHEREAS, the Peace Movement in this country is divided into many organizations, thus causing confusion of the public in considering its appeals, and otherwise lessening its power of leadership; and

Whereas, in this time of anxiety concerning the relation of our own country to the world conflict, it is especially desirable that all those who are working to lessen the evils of the present war, to substitute law for war, and to organize the nations of the world in the interest of a just and durable peace, should unite for more effective effort;

Therefore, we, the representatives of the following named societies and committees, in conference assembled, hereby declare our belief and purpose concerning the better organization of the peace forces of the United States as follows:

We recognize rightful differences in the point of view of those within this conference as following in general four lines of approach to the common object of world peace, namely:

1. Those who are non-resistant, who under any and all circumstances are pledged to obey the Old Testament command, "Thou Shalt Not Kill," and to act upon the New Testament principle, "Thou Shalt Love Thine Enemies," and who therefore oppose all war and all preparations for war.

2. Those who, whether or not non-resistant in their personal action, believe it right, as a last resort, for national governments to take up arms against any enemy which invades the country, and who, although believing in the use of military and naval power for such defense of a nation's hearths and homes, would not use it for any other purpose, and are therefore strongly opposed to militarism, including the military training of the young.

3. Those who, while working diligently to build up international mechanisms and treaty relationships between nations, in order to substitute law for war, would not wait for attack upon our own shores before using military and naval force, but would repel all injurious actions directed against our nation whenever and wherever shown, and hence would have every nation amply prepared for defense against enemies as a duty of patriotism.

4. Those who, while also working toward a political and legal organization of the world, which shall establish international courts and conciliation councils and commissions of inquiry to lead toward the peaceful settlement of all international disputes, yet believe that international force is and will be needed perhaps always to give requisite sanction to world court decisions, and that hence, in this present time of war, the idea of force on